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CURRICULUM RESOURCE UNIT

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Basic English

Video Production/ Work Experience



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1990

OAIP Ontario Assessment
Instrument Pool

Basic English OAIP

VIDEO PRODUCTION/WORK EXPERIENCE

All Grades Curriculum Resource Unit

1

Ontario Assessment Instrument Pool

BASIC ENGLISH

Handbook

Assessment Strategies and Materials

Challenges (Grade 9)

Children's Literature (Grade 11)

Cloze Encounters Unlimited (All grades)

Crime and Consequences (Grade 10)

Horror (Grade 9)

Old Age (Grade 12)

Our Mysterious World (Grade 11)

Relationships (Grade 12)

Using Drama in the English Classroom (All grades)

Video Production/Work Experience (All grades)

Wheels (Grade 10)



Ontario Assessment
Instrument Pool

Basic English

VIDEO PRODUCTION/WORK EXPERIENCE

All Grades Curriculum Resource Unit

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Introduction

The Curriculum Resource Units

The **Basic English OAIP** consists of a **Handbook**, **Assessment Strategies and Materials**, and a set of **curriculum resource units**. The **Handbook** outlines the philosophy and methodology of the pool. **Assessment Strategies and Materials** provides materials for classroom use. The **curriculum resource units** include two high-interest themes for each grade from 9 to 12 and three resource guides to help teachers integrate computers, media, and drama into their programs. They provide models of how assessment and evaluation can be integrated with daily teaching.

The approach to assessment and evaluation recommended by this pool is outlined in a four-stage model, presented in a diagram and a chart on pages 13 and 14 of the **Handbook**. These four stages are:

Stage One:	Assessing Learning Background
Stage Two:	Ongoing Assessment and Evaluation
Stage Three:	Summative Evaluation
Stage Four:	Reporting

The **Basic English OAIP** is also based on the curriculum and evaluation areas referred to on page 12 of *English: Curriculum Guideline, 1987*:

- Writing (as process)
- Small group (or interactive) learning
- Oral language (Listening and Speaking)
- Work and study habits (and independent learning)
- Summative tests or examinations (and projects)

The **curriculum resource units** are organized according to the four-stage model and provide opportunities for assessment in the above curriculum areas. Each unit includes interesting activities, instructions, resources, and guides to assessment. Many of the units involve drama and role-play activities. The **curriculum resource units** are presented as a resource. Some teachers may wish to use the activities exactly as described, and in the order presented. Others may prefer to select only those activities that correspond with their own teaching style and the needs and interests of their classes. You may select or reject activities, add to or delete from them, edit, revise, and extend them. Do whatever you need to do to make these units relevant, interesting, and engaging for your own classes.

The time recommended for the **theme** units is twenty to thirty hours, or four to six weeks. The time required for the three resource guides will depend upon how they are being used with your program.

A complete listing of the **curriculum resource units** is provided on the next page, with a brief description of each.

Description of Curriculum Resource Units

Grade 9	HORROR This unit encourages students to extend their awareness of what horror is all about, and to consider why people are so drawn to horror.
	CHALLENGES This unit encourages students to consider how people set challenges for themselves and overcome obstacles in their lives.
Grade 10	CRIME AND CONSEQUENCES This unit focusses student's attention on choices, consequences, and the law.
	WHEELS This unit deals with issues related to automobiles, including safety, consumerism, and responsibility.
Grade 11	CHILDREN'S LITERATURE This unit encourages students to consider their own experience as readers, and engages students in storytelling and story writing.
	OUR MYSTERIOUS WORLD This unit is a collection of activities to generate student reading and writing about both fictional and real mysteries.
Grade 12	RELATIONSHIPS This unit deals with relationships between people as portrayed through what we read, what we view, and what we hear.
	OLD AGE This unit examines some of our misconceptions about old age, and encourages students to broaden their understanding of the aging process.
Any Grade	VIDEO PRODUCTION/WORK EXPERIENCE This unit provides ideas for how to use a video camera in the classroom.
	CLOZE ENCOUNTERS UNLIMITED This unit integrates reading, writing, and language study by providing computer activities to be done collaboratively.
	USING DRAMA IN THE ENGLISH CLASSROOM This guide provides teachers with ideas for incorporating drama into the English classroom.

The Video Production Unit

Focus of the Unit

The first purpose of this unit is to lead students through a series of activities that will provide them with the knowledge, skills, and attitudes necessary for operating a video camera.

The second purpose of this unit is to help students develop their social and communication skills by working with others in small groups or work crews.

Purposes of the Unit

The activities in this unit provide opportunities for students to:

1. learn about and experiment with videotaping,
2. learn how to express a visual message using a video camera,
3. see themselves on camera, both candidly and in a prepared role,
4. work alone, with partners, and in work crews,
5. discover that working together towards a common goal is a positive process, one that they will find essential throughout life,
6. develop independence as well as co-operation when setting and meeting goals, and
7. assess themselves and their peers.

The Structure of This Unit

For teachers and students who have little experience with video, the section called **Developing Video Production Skills** can be used as an introductory unit. It builds from the simplest of skills, through to videotaping in and around the school.

Teachers and students who want more challenge may wish to go on to do the activities in the second section, **Planning and Producing a Video**. In this part, students learn to plan, shoot, and edit their own programs.

Opportunities for Assessment

The activities in this unit will provide many opportunities for teacher, peer, and self assessment of the learning that is taking place. With each activity, you will find a guide to assessment. In the guide, areas of assessment are suggested. Within each area you will find specific criteria and indicators to guide your assessment. Guides to summative evaluation are provided for recording the criteria to be evaluated, as well as the marks and comments. A reporting profile is found after each summative evaluation guide.

Students engage in ongoing self-assessment by keeping a media log which enables them to record what they are doing, what they are learning, and their perceptions about themselves and media. Writing in their logs should be a daily occurrence and, if done at the end of each period, may serve as a quiet, reflective time to think about the lesson. Students should also use their logs to write about the media which surround them, including their television viewing and reading outside of school.

Possible Extensions beyond This Unit

Students may want to extend their learning beyond the videotaping project outlined in this unit. Listed below are some possible extensions:

1. Suggest how a short story or poem could be presented visually.
2. Study the history of film-making or the making of a particular movie.
3. Research the special effects involved in film making, or in the making of a particular movie.
4. Use a video camera to record a special event in the school or in the community.
5. Use a photograph as a springboard for personal creative writing. Write about what is in the picture, and how it affects you.
6. From a novel or short story, select the part that describes a character (physical appearance and personality). Watch an excerpt from a video showing the same character in action. Discuss the differences.
7. Look at different film versions of a famous character. Study how that character is portrayed differently according to the individual interpretations of the directors.
8. Watch the introductions to two or three movies. Discuss how the director creates atmosphere. Look carefully at the sequence of shots and the number of shots and angles, the use of sound, silence, and music.
9. Listen to and discuss a radio show. Make some comparisons with television.

10. Study violence in television. Consider its effects.
11. Study advertising techniques in television commercials or in magazines.
12. See *Media Literacy: Intermediate and Senior Divisions, 1989*, a Ministry of Education resource guide, for a wealth of ideas related to media studies.

Opportunities for Integration with Other School Subjects

1. Science

- (a) Research the history of the camera.
- (b) Videotape a science experiment. View the video the following day.

2. Social Sciences

- (a) Brainstorm how a video camera could be used in a school and in a community.
- (b) View photographs of famous people and situations. Discuss the story behind the picture.

3. Personal Life Management

- (a) Use the video camera to record and view your personal habits, body language, and behaviour.

4. Technical

- (a) Videotape student projects in the technical area for use at a promotional open house or for teaching purposes.
- (b) Build a cupboard to store videotapes and equipment.

5. Food School

- (a) Videotape a lesson in food preparation, from the gathering of materials to the final presentation, serving, and cleanup.

6. Art

- (a) Videotape student art projects for use at a promotional open house or for teaching purposes.

7. Physical Education

- (a) Create a series of exercises and videotape them.
- (b) Videotape a team practice or game.

Joining the Media Work Force: Using This Unit to Simulate Work Experience

Teacher's Role

1. Play the role of the employer. If you take your role seriously, then students begin to do the same thing. Be firm but fair.
2. Emphasize the importance of attendance, participation, dependability, and commitment.
3. Confer with students on a regular basis. This confirms your interest in them and encourages them to improve. It also contributes to the simulation of a work environment.
4. Encourage students not only to work in areas that interest them but also to try new experiences.

Students' Role

1. Students should see themselves as responsible employees with a specific job to do.
2. Students should be involved in self assessment.
3. Students should be involved in peer assessment of their fellow crew members and of the final product.

Glossary

The following simple definitions may be useful to you and your students as you work your way through this unit.

audio	the sound component of a tape
head	the 15-second lead left blank at the beginning of a tape before the action begins
lead hand	the student in charge of the camera crew during a video assignment
media log	the journal in which students record what they are doing and learning, and their reactions to that learning and to the media that surround them
rehearsal tape	the video cassette tape that students produce as they shoot in and around the school
script	a plan for the video and audio components of a video production, including the complete dialogue
storyboard	a plan for the video component of a video production, with notes and sometimes dialogue for the audio component
take	the taping of a scene (A take may be repeated as many times as necessary to get the desired effect.)
tripod	a three-legged camera mount that allows pan and tilt camera movements
VCR	a video cassette recorder
video	the visual component of a tape
video log	a list of all the takes on each video cassette in the order in which they were taken
VTR	a videotape recorder
work crew	a group of students working together to plan and shoot a tape
work folder	a file folder into which all work orders and work reports are placed
work order	a written description of the task to be completed by a crew out on assignment (A work order is written collaboratively by the work crew, presented to the teacher for approval and signature, and used as a permission slip around the school.)
work report	a written account of the work completed by a work crew when they return from a video assignment

Developing Video Production Skills

Activity 1

Examining Pictures

Introduction

The purpose of this activity is to use pictures as a stimulus for developing imagination and for teaching students that every shot tells a story or conveys a message. This activity allows for observation of **Work and Study Habits** and **Speaking**.

Instructions

1. Before the lesson, select from magazines several different pictures exemplifying different types of camera shots (e.g., a close-up of a child's beaming face, a low-angle long shot of a skyscraper). Tack or tape the pictures all around the room at eye level.
2. When students are seated, ask them to look around the room. They will, unconsciously, be drawn to one or two pictures. From their seats, have them study the detail of those pictures.
3. Ask students to walk about the room and look carefully at each picture. After a short period of time, students should return to their seats.
4. Spend some time in discussion. Ask students to indicate to which pictures they were most attracted and why. What emotional responses did they have to those pictures? What messages or stories could they see? Introduce the idea that each picture has a message. Discuss why one person could have a completely different emotional response from that of another person to the same picture.
5. As the unit progresses, change the pictures and try the activity again.

Activity 1

Guide to Assessment

CRITERIA	INDICATORS
WORK AND STUDY HABITS	
ATTENDANCE	Does the student: (a) attend class regularly?
PUNCTUALITY	Does the student: (a) arrive for class on time?
ATTENTIVENESS	Does the student: (a) observe carefully? (b) follow instructions? (c) concentrate on given tasks?
CO-OPERATION	Does the student: (a) follow classroom procedures? (b) participate in a variety of activities?
SPEAKING	
ATTITUDE	Does the student show willingness to: (a) speak? (b) concentrate? (c) describe and reflect on own feelings? (d) participate in a range of activities?

Activity 2

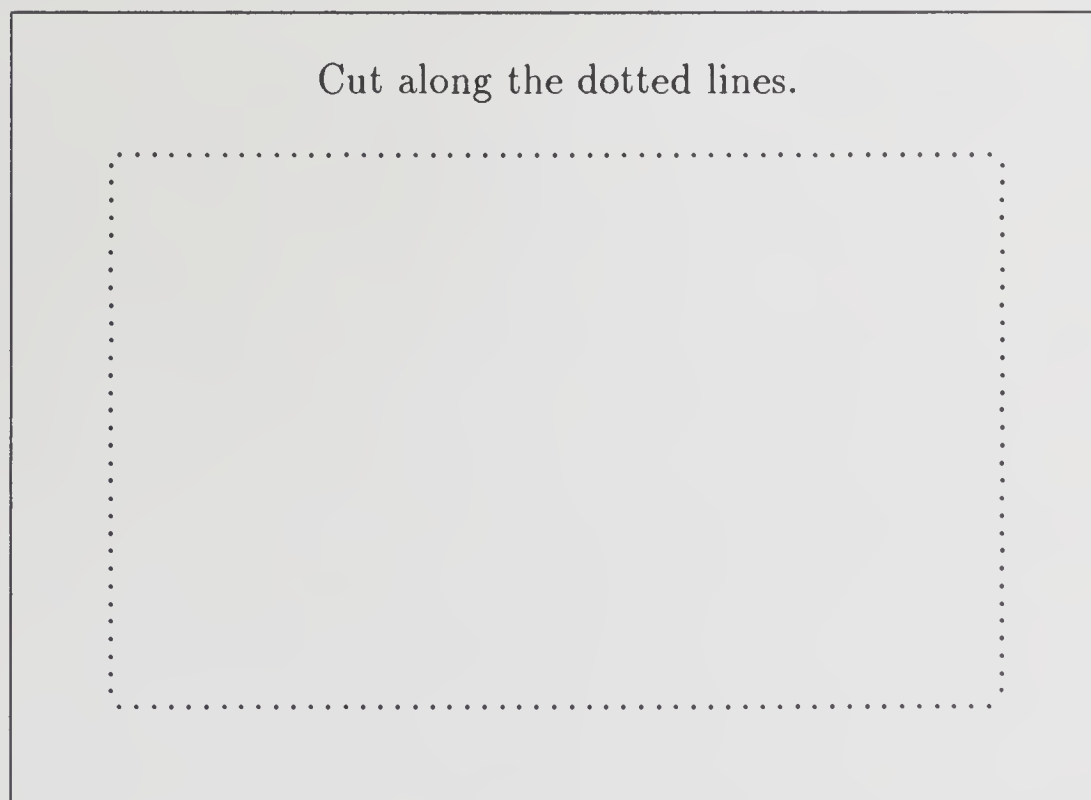
Creating a Viewfinder

Introduction

The purpose of this activity is for students to create a picture frame to simulate the viewfinder of a camera. As they use their simulated viewfinders throughout the unit, they will learn to view and frame the world around them. This activity allows for observation of **Work and Study Habits**.

Instructions

1. Hand out to each student an 8" x 11" piece of cardboard or bristol board.
2. Provide scissors, rulers, and coloured markers.
3. Instruct students to cut out a rectangle as shown in the diagram below.



4. The "frame" will act as the viewfinder of a camera. Students will "frame" pictures at various times during the unit, using this viewfinder.
5. Encourage students to personalize their own frames with artwork, doodles, or creative writing.

Activity 2
Guide to Assessment

CRITERIA	INDICATORS
WORK AND STUDY HABITS	
ATTENTIVENESS	Does the student: (a) observe carefully? (b) follow instructions? (c) concentrate on given tasks?
EFFORT	Does the student: (a) work consistently? (b) seek help when necessary? (c) strive for quality of workmanship?
SELF-DISCIPLINE	Does the student: (a) wait his/her turn to ask/answer questions? (b) use appropriate language? (c) persevere in completing the task? (d) work well without supervision? (e) respect the property of others?

Activity 3

Learning the Types of Shots

Introduction

The purpose of this activity is to introduce students to the nine basic shots and angles they will be using when videotaping in and around the school:

close-up (CU)	low-angle long shot (LLS)
medium shot (MS)	high-angle close-up (HCU)
long shot (LS)	high-angle medium shot (HMS)
low-angle close-up (LCU)	high-angle long shot (HLS)
low-angle medium shot (LMS)	

This activity allows for observation of **Work and Study Habits**.

Instructions

Refer to page 20 for descriptions of the nine basic shots. Use the procedure below to teach students each shot.

1. On the blackboard or an overhead, write the name of a particular shot, for instance, the close-up.
2. Instruct students to find an example of a close-up from the pictures on the walls of the classroom and to explain why they believe that it is a close-up.
3. Using the descriptions provided on page 20, as well as the students' own words, generate a definition and a purpose for a close-up shot. If you use the blackboard or overhead to record their ideas, students can copy the information onto their own charts (page 21) or into their notebooks.
4. Repeat the same procedure for all nine shots. Depending on your students, you may want to teach only three shots a day, rather than all nine.
5. Next, instruct students to hold their viewfinders, created in Activity 2, as if they were cameras capable of producing the nine different shots. Call out each different shot. Tell students to move around the classroom, as necessary, viewing you as the subject through their viewfinders. Keep calling the shots until students seem to understand all nine shots.

6. As they view you through their viewfinders, invite discussion:
- (a) What do they see?
 - (b) How does each shot differ from the others?
 - (c) What might be the impact of each shot?
 - (d) How do the angles change?
 - (e) How do the different angles affect each shot?

Activity 3

Guide to Assessment

CRITERIA	INDICATORS
WORK AND STUDY HABITS	
ORGANIZATION	Does the student: (a) organize notebook as required? (b) keep notebook up to date? (c) bring necessary materials (e.g., viewfinder) to class?
ATTENTIVENESS	Does the student: (a) observe carefully? (b) take notes accurately? (c) follow instructions? (d) concentrate on given tasks?
CO-OPERATION	Does the student: (a) follow classroom procedures? (b) share ideas and information? (c) respect ideas and opinions of others?
INITIATIVE	Does the student: (a) attempt new or different activities? (b) ask questions? (c) volunteer answers?

Activity 3

Basic Camera Shots

No.	SHOT/ANGLE	DESCRIPTION
1	Close-up (CU)	Camera is positioned at the eye level of the subject. The focus is on the facial expression. Background does not show.
2	Medium shot (MS)	Camera is positioned at the eye level of the subject. The shot shows half the body. Some background is also revealed.
3	Long shot (LS)	Camera is positioned at the eye level of the subject. The long shot (or wide-angle shot) shows the whole subject and background.
4	Low-angle close-up (LCU)	Camera is positioned below the subject, looking up . Background does not show.
5	Low-angle medium shot (LMS)	Camera is positioned below the subject, looking up . The shot shows half the body and some background.
6	Low-angle long shot (LLS)	Camera is positioned below the subject, looking up . The shot shows the subject and the background.
7	High-angle close-up (HCU)	Camera is positioned above the subject, looking down . Background does not show.
8	High-angle medium shot (HMS)	Camera is positioned above the subject, looking down . The shot shows half the body and half the background.
9	High-angle long shot (HLS)	Camera is positioned above the subject, looking down . The shot shows the whole subject and the background.

Activity 3

Defining and Using Camera Shots

Name: _____ Date: _____

No.	SHOT/ANGLE	DEFINITION	PURPOSE
1	Close-up (CU)		
2	Medium shot (MS)		
3	Long shot (LS)		
4	Low-angle close-up (LCU)		
5	Low-angle medium shot (LMS)		
6	Low-angle long shot (LLS)		
7	High-angle close-up (HCU)		
8	High-angle medium shot (HMS)		
9	High-angle long shot (HLS)		

Activity 4

Practising the Shots

Introduction

The purpose of this activity is to use games as a means of practising the nine different shots learned in Activity 3. This activity allows for observation of **Work and Study Habits** and **Small Group Learning**.

Instructions

1. Give orally the following instructions for each game. The faster these games move, the more fun they are. Play these games repeatedly as warm-ups. Do not play all four games in one lesson. Keep the activity enjoyable.

Game 1

Students work in pairs. One student will act as a photographer, framing a picture with a simulated viewfinder created in Activity 1. The second student will act as the subject. When a particular shot is called out by the teacher, each subject poses for the photographer, and each photographer frames the shot. Both the photographer and the subject freeze until the teacher has checked the shot.

Game 2

Repeat Game 1. This time a student volunteers to call the shots. The teacher takes the student's place. Photographers and subjects should exchange roles.

Game 3

Repeat Game 1. In this variation, students work in groups of three. Each student assumes one of the following roles: photographer, subject, and shot caller. Continue until all students have tried out all three roles.

Game 4

Repeat Game 1, 2, or 3. In this variation, students use their hands to frame the shots, rather than their cardboard viewfinders.

Activity 4
Guide to Assessment

CRITERIA

INDICATORS

WORK AND STUDY HABITS

PUNCTUALITY Does the student:
(a) arrive for class on time?

CO-OPERATION Does the student:
(a) follow classroom procedures?
(b) participate in a variety of activities?

SELF-DISCIPLINE Does the student:
(a) wait his/her turn to speak?
(b) use appropriate language?

SMALL GROUP LEARNING

ATTITUDE Does the student show:
(a) willingness to work with others?
(b) commitment to learn?
(c) self-discipline?

Activity 5

Introduction to the Video Camera

Introduction

The purpose of this activity is for students to learn how to operate a video camera. This activity allows for observation of **Work and Study Habits**.

Instructions

1. The operation of a video camera can be demonstrated by:
 - (a) the media teacher,
 - (b) an audio-visual technician,
 - (c) a salesperson from a video store,
 - (d) another teacher who has expertise in video, or
 - (e) anyone who already owns and operates a video camera.

The demonstration should take no more than fifteen minutes. Encourage students to handle the camera. Students will learn by experimenting, not just by watching and listening.

2. Students should learn how to:
 - (a) turn the camera on and off,
 - (b) load and unload a videotape,
 - (c) do a white card check for light,
 - (d) create the nine basic shots and angles,
 - (e) zoom,
 - (f) pan left and right,
 - (g) tilt up and down,
 - (h) use the videotape recorder (VTR), and
 - (i) identify a low battery and replace it.

Activity 5
Guide to Assessment

CRITERIA	INDICATORS
WORK AND STUDY HABITS	
ATTENTIVENESS	Does the student: (a) observe carefully? (b) follow instructions? (c) concentrate on given tasks?
SELF-DISCIPLINE	Does the student: (a) wait his/her turn to ask/answer questions? (b) respect the property of others?

Activity 6

Filming Students on Videotape

Introduction

The purpose of this activity is to have students enjoy the experience of seeing and hearing themselves on videotape. This activity allows for observation of **Work and Study Habits**.

Instructions

1. Before the class arrives, set up a video camera on a tripod, facing the door.
2. Videotape students as they enter the classroom and as they sit down. This often leads to a hide-and-seek game with some students. Play along, and seek them out with the camera. (You may need lights!)
3. Use a VCR and television monitor to play the tape back to the class.
4. As they watch the tape, encourage students to talk positively about their impressions of themselves and of each other.

Activtiy 6
Guide to Assessment

CRITERIA	INDICATORS
WORK AND STUDY HABITS	
PUNCTUALITY	Does the student: (a) arrive for class on time?
CO-OPERATION	Does the student: (a) participate in a variety of activities? (b) work with peers in sharing ideas? (c) respect ideas and opinions of others?
DISCIPLINE	Does the student: (a) wait his/her turn to ask/answer questions and make comments? (b) use appropriate language?
INITIATIVE	Does the student: (a) attempt different or new activities?

Activity 7

Smile! You're on Camera!

Introduction

The purpose of this activity is to develop students' ability to be natural in front of a video camera. This activity allows for observation of **Work and Study Habits** and **Speaking**.

Instructions

1. Instruct students to prepare something to say about themselves. Students should write their ideas on paper before presenting them orally in front of a camera. (Refer to the **Stage One** materials in *Assessment Strategies and Materials* for ideas on generating personal responses from students.)
2. Allow students time to rehearse what they will say on camera, first with their written material, then without.
3. As they are preparing their written material, let students know who will be taped first, second, and so on. Choose a few confident students to go first.
4. Set up a stage area for the videotaping. Students may feel more comfortable if they speak from behind a desk.
5. Direct students to look into the lens of the video camera, or at the red light just above the lens. Establish a climate of trust and support among students to help those who are shy or nervous.
6. After all students have been videotaped, play back the tape to the whole class. Pause the action to study personality, appealing characteristics, and communication skills. Be positive, and encourage students to be positive about each other.

Activity 7
Guide to Assessment

CRITERIA	INDICATORS
WORK AND STUDY HABITS	
ATTENTIVENESS	Does the student: (a) follow instructions? (b) respect others? (c) participate in a variety of activities?
ENTHUSIASM	Does the student: (a) approach tasks with an “I can do it” attitude? (b) encourage others to participate?
SPEAKING	
ATTITUDE	Does the student show willingness to: (a) speak? (b) concentrate? (c) describe and reflect on own feelings? (d) talk about topics of personal interest?
EXPRESSION	Does the student maintain appropriate: (a) delivery? (b) pace? (c) tone? (d) body language? (e) eye contact? (f) posture?

Activity 8

The Work Crew

Introduction

The purpose of this activity is to involve students in a simulated work experience environment. They will be selecting classmates with whom they can work co-operatively in a work crew. This activity allows for observation of **Work and Study Habits**.

Instructions

1. Explain to students that the purpose of each crew is to work together, out on assignment, to produce a videotape of events in and around the school.
2. Instruct students to think carefully about whom they can work with and what roles they would like to play. These include:
 - (a) a lead hand who will keep the crew on task (see the responsibilities of the lead hand on page 32)
 - (b) a video log recorder (see Activity 9, page 36)
 - (c) camera operator (students take turns)
3. Crews of students discuss what they are going to videotape in and around the school:
 - (a) the location
 - (b) the event(s) or situation(s) to be videotaped
 - (c) the amount of time required to videotape
 - (d) equipment needed (including lights)
4. Each crew enters this information on its work order (page 33) and hands it to you.
5. Read the work orders and approve them if they are acceptable. Arrange permission for students to videotape in the various locations. Your signature on the work order indicates permission for students to be out of class, in the locations specified, for the amount of time specified, and with the equipment specified.

Activity 8

Guide to Assessment

CRITERIA	INDICATORS
WORK AND STUDY HABITS	
PUNCTUALITY	Does the student: (a) arrive for class on time? (b) leave punctually with the crew?
ATTENDANCE	Does the student: (a) attend class regularly? (b) indicate ahead of time when s/he is going to be absent?
CO-OPERATION	Does the student: (a) follow the work order? (b) work with class members in sharing ideas and information? (c) respect ideas and opinions of others?
INITIATIVE	Does the student: (a) recognize tasks to be done and do them? (b) ask questions when s/he does not understand? (c) have an awareness of his/her own progress?
ENTHUSIASM	Does the student: (a) approach the work order with a positive attitude? (b) encourage others?

Activity 8

Videotaping Responsibilities

The responsibilities of the crew are to:

1. practise the different shots they have learned in class.
2. practise handling a video camera.
3. share the video camera equally so that all members have a chance.
4. be courteous toward one another and toward anyone they meet while on work assignment.
5. respect the leadership of the lead hand.
6. complete the work order, have it signed by the teacher, and hand it in.
7. record any further questions to ask about using the video camera.

The lead hand must:

1. make sure all members of the crew have equal opportunities to handle the camera.
2. carry the work order and be sure the crew follows it carefully.
3. respond to any questions someone other than the crew might ask while out on work assignment.
4. be sure that the crew returns to the classroom in time to view their rehearsal tape and assess their work.

Activity 8
Work Order

Crew Names: _____

Date: _____

Locations: _____

Event(s) or Situations(s) to be Videotaped:

Amount of Time Required to Videotape:

Equipment Needed:

Teacher/Manager's Signature:

Activity 9

Work Crews on Assignment: Videotaping around the School

Introduction

The purpose of this activity is to practise using the camera, taking different types of shots in locations in and around the school. Emphasize to students the work experience that this activity provides. Encourage them to take responsibility for following the work order and conducting themselves appropriately outside the classroom. This activity allows for observation of **Small Group Learning**. It also provides an opportunity for summative evaluation. A guide to summative evaluation is provided on page 37, and a reporting profile on page 38.

Instructions

1. Be sure to inform the school staff by memo that your students will be on work assignment in and around the school. Arrange visits to different classrooms or offices. Your signed permission for the crew to work on location should be written on the work order, carried by the lead hand.
2. If only one camera is available, send one crew out at a time. Other students remain in class and work on other media-related topics or prepare for their own assignments.
3. Before going out on assignment, remind the crews of the responsibilities of the lead hand (page 32). S/he will organize the crew and carry the work order. Provide the crew with a video camera, one blank video cassette tape, and a well-charged battery.
4. Students keep track of what they have videotaped on a video log (see page 36). On that log, they write down the start and end of each take (as indicated on the VTR of the camera); they also briefly describe each take in the righthand column.
5. Students return to class in time to write in their media logs, detailing their experiences on assignment.
6. Each crew views its rehearsal tape upon return to class. Provide a videotape recorder and a monitor for viewing. Crew members should watch for mistakes but should also provide praise and encouragement to each other.
7. While viewing their rehearsal tape, encourage students to imagine better shots and to explain why and how to get them. If time permits, crews may wish to return to their location to do a second taping.

Activity 9

Guide to Assessment

CRITERIA	INDICATORS
SMALL GROUP LEARNING	
ATTITUDE	Does the student show: (a) willingness to work in a group? (b) commitment to the task? (c) self-discipline?
CO-OPERATION/ INTERACTION	Does the student: (a) help others in the group? (b) encourage others in the group? (c) help resolve disagreements?
INVOLVEMENT	Does the student: (a) offer ideas, suggestions? (b) make him/herself understood?
ROLES	Does the student: (a) understand the purpose of the task? (b) propose a suitable approach? (c) keep the group on track? (d) report back? (e) show leadership? (f) show initiative?
EFFECTIVENESS OF THE WHOLE GROUP	Does the group: (a) function as a group? (b) achieve its purpose? (c) evaluate its performance?

Activity 9

Video Log

Crew Names: _____

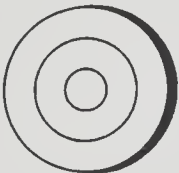
Location: _____

Date and time: _____

Tape counter		Description of take
Start at	End at	

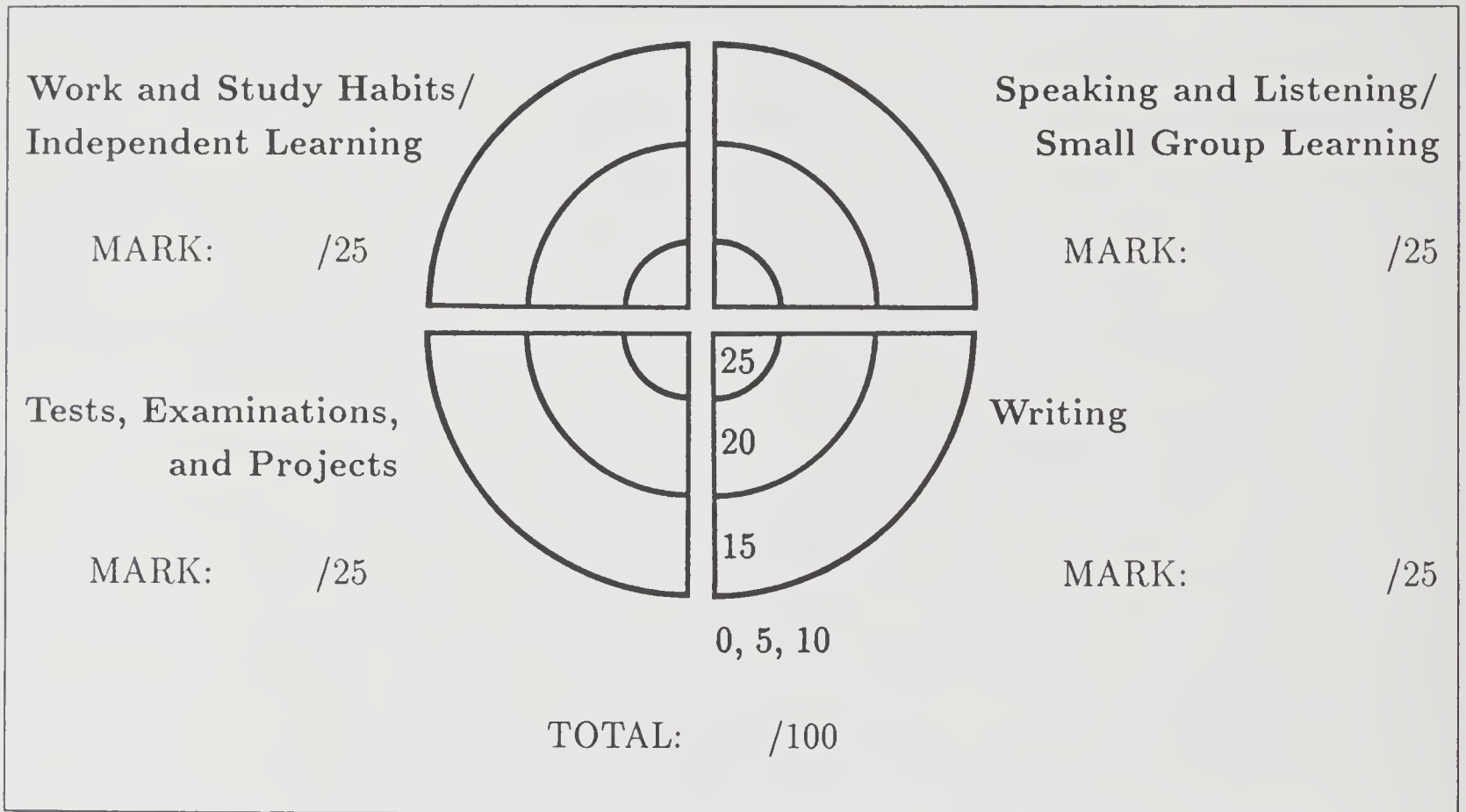
Activity 9

Guide to Summative Evaluation

Name: _____ Date: _____			
Test, Examination, or Project: <i>Work Crew on Assignment</i>			
Target Area	Criteria	Mark out of 25	Teacher's Comments
 Work and Study Habits	Attendance Dependability Co-operation Self-discipline		
 Oral Language	Encouraging others Listening to others		
 Writing	Video log Media log Work order Rehearsal tape		
Total Mark: /75 Summative Mark: /25			
Student's Comments: _____ _____			

Reporting Profile

Name: _____ Grade: _____
 School: _____ Teacher: _____
 Attendance from _____ to _____
 Number of classes in English: _____ Number of classes absent: _____



Curriculum Offered: Students were introduced to the video camera, and had introductory opportunities to experiment with video production as members of work crews.

Teacher's Comments: _____

Signature: _____

Student's Comments: _____

Signature: _____

Parent/Guardian's Comments: _____

Signature: _____

Planning and Producing a Video

Activity 10

Introduction to Sequencing

Introduction

Before students produce their own videos, they need to realize the significance of sequencing the images to create the stories they want to show. The purpose of this activity is to involve students in putting pictures in sequence. This activity provides opportunities for observing **Speaking** and **Listening**.

Instructions

1. Select a comic strip and cut out the words. Make an overhead of the strip. Cut the overhead into individual pictures. Place the pictures in random order on the overhead projector.
2. Ask students to examine carefully the facial expressions and body language of the characters in the cartoon.
3. Invite one student to tell a story based on the pictures as they are laid out on the overhead.
4. Invite another student to tell another story, using the same sequence.
5. Ask a third student to change the sequence of the pictures on the overhead, and thus create a new story.
6. Continue this activity until all possible stories have been told.
7. Discuss with students the importance of planning the sequences of images in the video they will be producing. The planning stage is critical.

Activity 10
Guide to Assessment

CRITERIA	INDICATORS
SPEAKING	
ATTITUDE	Does the student show: (a) willingness to tell a story? (b) confidence in speaking?
ORGANIZATION	Is the student's story: (a) initiated effectively? (b) developed coherently? (c) appropriately ended?
EXPRESSION	Does the student maintain: (a) an effective delivery? (b) a clear voice? (c) appropriate volume, pace, and tone? (d) mature use of language? (e) fluency?
LISTENING	
ATTITUDE	Does the student show: (a) willingness to listen to others? (b) concentration?
RESPONSE	Does the audience: (a) understand what is said? (b) evaluate what is said? (c) respond to what is said?

Activity 11

Sequencing Games

Introduction

The purpose of these three games is to give students more practice in putting pictures in different sequences and thus creating different stories. This activity provides opportunities for observing **Work and Study Habits**.

Instructions

Game 1

Keep a bundle of old newspapers in the classroom. Instruct students to find the comic section and cut out a comic strip. Tell them to cut out the words. Each student should then cut out the individual pictures of the strip, shuffle them, and exchange the bundle with a partner. The students must put the pictures into a sequence which tells a story. Invite some students to share their stories with the class.

Game 2

Students experiment with different sequences of the same pictures. As they experiment, they should concentrate on what visual clues indicate the order in which the pictures were originally placed and how any change in sequence affects the story.

Game 3

Students exchange bundles or cut out another strip of their choice in the same way as described in Game 1. Then they search for additional pictures from other sources, for example, magazines or another comic strip. These new pictures are gathered together and stored in a shoe box. From this box, students must randomly select *one* picture. This new picture must somehow be inserted within the cartoon sequence they already have. This insertion of a different picture will probably change the story told by the original sequence.

Activity 11

Guide to Assessment

CRITERIA	INDICATORS
WORK AND STUDY HABITS	
EFFORT	Does the student: (a) work consistently? (b) try to overcome difficulties? (c) seek help when necessary?
CO-OPERATION	Does the student: (a) work with peers in sharing ideas and information? (b) participate in a variety of activities? (c) respect ideas and opinions of others?
DEPENDABILITY	Does the student: (a) follow instructions? (b) complete the work required?
SELF-DISCIPLINE	Does the student: (a) persevere in completing a task? (b) work well without supervision? (c) respect others' property?

Activity 12

Creating a Scene

Introduction

The purpose of this activity is to give students practice in bringing together many of the ideas that they have already learned, such as calling the shots, framing a picture, and sequencing. This activity provides opportunities for observing **Speaking, Listening, and Small Group Learning**.

Instructions

1. For suggestions about how to generate role-play with students, refer to *Drama in the English Classroom*, one of the books in this series, as well as the drama Pro-file, *Drama in the English Classroom: Methods and Models*.
2. Students are expected to present a scene, using three characters. Ask for possible situations and list three on the board. Have the students choose one. Some possible situations are: (a) boy meets girl and suddenly her boyfriend enters, and (b) three people are trapped in an elevator. The possibilities are endless.
3. Now build the scene. Students discuss and decide where the scene takes place, who is involved, what is happening, what the problem is, and what the outcome will be. Write these questions on the board:

Where does the scene takes place?

Who is involved?

What is happening?

What is the problem?

What will the outcome be?

4. Invite three volunteers to act out the scene that has been planned. Refer to the board and review the scene. Ask the actors to improvise the scene using their own words. Do not worry about acting ability. Let the scene develop until the students are comfortable enough to act without hesitation.
5. Explain to the rest of the students that they are all to play the role of director of the scene being acted out. As directors, their assignment is to define the three main shots of the scene as they occur. In order to do so, they must call out "Freeze!" to stop the action. When students call "Freeze!" challenge them to explain why.

Remind the directors that:

- (a) the **opening shot** should introduce the *where* (setting), the *who* (character and relationships), and the *what* (the initial events) of the scene,
- (b) the **middle shot** should show the *problem*, and
- (c) the **closing shot** should show the *outcome* of the scene.

6. The director(s) who called “Freeze!” must:

- (a) call the type of shot, using either their cardboard viewfinders or their hands to frame the shot.
- (b) explain how the shot will convey its message, and
- (c) be prepared to argue with other directors who may disagree.

7. This activity can become very noisy. Encourage students to debate the shots. If one student thinks a long shot is a better opening shot, ask why. This will encourage everyone to think pictures, sequence, and story, and to have some fun.

Activity 12

Guide to Assessment

CRITERIA	INDICATORS
SPEAKING	
ATTITUDE	Does the student show: (a) willingness to speak? (b) willingness to listen? (c) a sense of commitment? (d) a sense of enjoyment?
LISTENING	
RESPONSE	Does the student: (a) understand what is said? (b) evaluate what is said? (c) respond to what is said?
SMALL GROUP LEARNING	
EXPLORATORY TALK	Does the student: (a) extend his/her own understanding? (b) listen and talk to learn? (c) generate new ideas?
CO-OPERATION/ INTERACTION	Does the student: (a) listen to and evaluate the views of others?

Activity 13

The Storyboard and the Script

Introduction

The purpose of this activity is to teach students how to write a storyboard or a television script (a plan for the audio and video components to be used in a production). This activity provides opportunities for observing **Work and Study Habits**.

Instructions

1. Look at the television script guide on page 52. Show students that it has two parts, video and audio. *Video* refers to what will be *seen* by the audience (shots and angles). *Audio* refers to what will be *heard* by the audience (dialogue and sound effects). The first column numbers the shots. The second column describes the shots and angles. The third column describes the sound effects and dialogue accompanying each shot. (See *Media Literacy: Intermediate and Senior Divisions, 1989*, pages 43-44.)
2. A storyboard (see page 54) has a series of sketches in frames, showing sequentially the action or the positions of the characters at frequent intervals. It may have dialogue and directions below or beside each frame, and it may also indicate the type of shot. (See *Media Literacy: Intermediate and Senior Divisions, 1989*, page 43.)
3. Select a simple situation involving only two or three people. It could be a scene from a story or play the class is reading, or any situation with two or three people, as long as it requires some movement of the characters.
4. Divide the class into groups. Half the groups should do scripts and the other half should do storyboards. Provide each group with copies of the television script guide or the storyboard guide, as required, and the related instruction sheet.
5. The results should be discussed with the whole class so that all students will understand how to prepare a storyboard and a script and the purpose of each.

Activity 13
Guide to Assessment

CRITERIA	INDICATORS
WORK AND STUDY HABITS	
EFFORT	Does the student: (a) show willingness to learn? (b) try to overcome difficulties? (c) seek help when necessary?
ATTENTIVENESS	Does the student: (a) observe carefully? (b) take notes accurately? (c) follow instructions? (d) concentrate on the task?
ENTHUSIASM	Does the student: (a) approach work with an “I can do it” attitude?

Activity 13

Television Script Guide

Group Members: _____

Date: _____

Page: _____

In the **Video** column, describe the scene, noting where the characters are and where they move to. In the **Audio** column, write the dialogue and indicate any sound effects needed.

Shot Number	Video (Describe the shot)	Audio (Dialogue and sounds)
1.		

Activity 13

Television Script Guide

Student Instructions

1. Fill in the information required at the top of the page.
2. In the first column, number the shots.
3. In the second column, describe each shot and its angle. It is sometimes useful to draw a diagram of any movement of characters. Use a symbol to represent the position of the camera. Use a different letter to represent each character (e.g., F for Faye, C for Chantal) and print these letters on your diagram in each character's first position. Show Faye's movement by drawing an arrow from the first F to a second F, representing the position to which she moved. Do the same for Chantal, the second character. Write in any necessary information about what each character is doing.
4. In the third column, headed *Audio*, write what each character says in the shot. Also, describe the sound effects and music required for the shot.

Activity 13

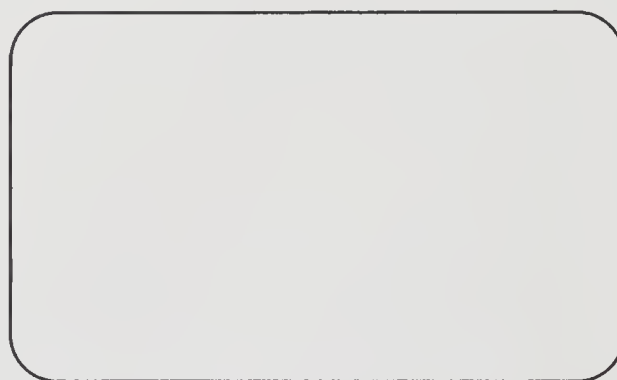
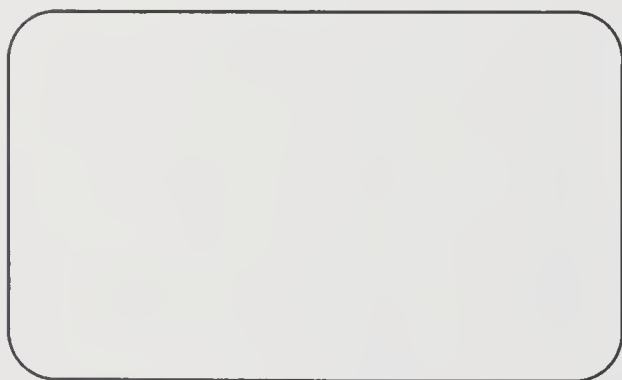
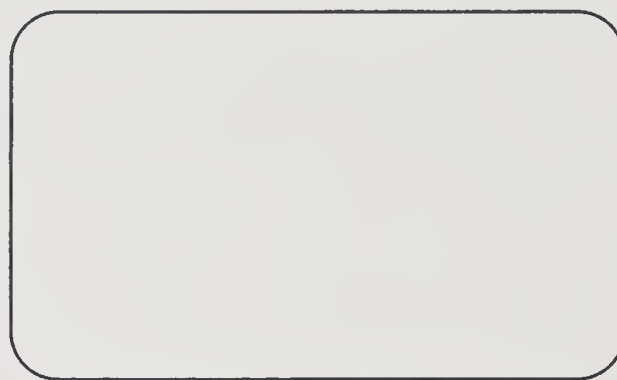
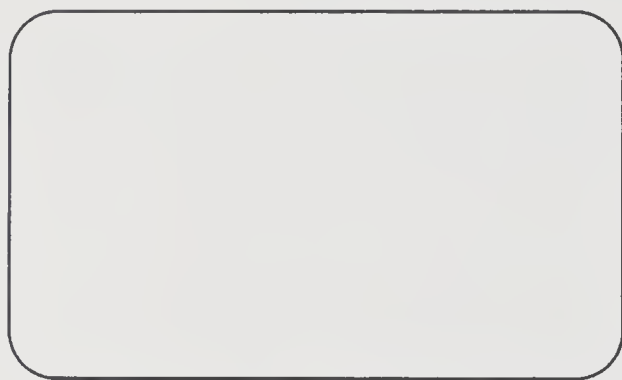
Storyboard Guide

Group Members: _____

Date: _____

Page: _____

In each frame, sketch the positions of the characters and important props. Under the frame indicate any sound effects required. If the dialogue is brief, you may wish to include it beneath the frames.



Activity 13

Storyboard Guide

Student Instructions

1. At the top of each page, fill in the information requested.
2. In the first frame, draw a sketch of the positions of the characters at the beginning of the scene. Below the frame, indicate any special effects needed, visual or audio (including music). If there isn't very much dialogue, you can include it, too. If there is a lot of dialogue, your characters will need separate scripts.
3. In the second frame, draw a sketch of the positions of the characters after they have moved from their first locations. Add any essential instructions below the frame.
4. Create as many frames as you need to complete the scene.

Activity 14

The Opening Shots

Introduction

The purpose of this activity is to give students experience in using a storyboard to plan the opening shots for a video version of a story they have heard. This activity forces students to think like directors and camera operators. It allows for observation of **Small Group Learning**.

Instructions

1. Select from your own board's resources a short story that has a video version. Read aloud the introduction of that short story. Discuss with your students how the writer introduces setting, atmosphere, and characters.
2. Tell students that directors, like writers, plan the opening shots very carefully to create the specific setting and atmosphere they want.
3. Divide the class into small groups. Hand out two storyboard sheets (page 54) to each group of student-directors.
4. Reread the introduction of the story. Ask groups to use the storyboard sheets to plan four to six different shots and angles that they would use to introduce the story on video.
5. Each group shares its ideas with the class.
6. Finally, show the video version of the story introduction. Encourage groups to compare their own, the writer's, and a professional director's interpretation of the introduction.

Activity 14
Guide to Assessment

CRITERIA	INDICATORS
SMALL GROUP LEARNING	
ATTITUDE	Does the student show: (a) willingness to work with others? (b) commitment to the activity?
EXPLORATORY TALK	Does the student: (a) share ideas? (b) listen to others?
CO-OPERATION/ INTERACTION	Does the student: (a) help and encourage others? (b) listen to others?
EFFECTIVENESS OF THE WHOLE GROUP	Does the group: (a) look like a group? (b) get the job done? (c) present their work?

Activity 15

Planning Your Video Production

Introduction

The purpose of this activity is to give groups of students experience in planning their own complete video productions. This activity allows for observation of **Work and Study Habits** and **Small Group Learning**.

Instructions

1. Students work in groups as production companies. Each company will need a minimum of four to five workers. First, they discuss and agree on the type of scene that they will produce on video (e.g., interview, talk show, news broadcast, scene from a drama, etc.). Then they agree on their specific roles, as the script writer, the director, the camera operator, and the performers.
2. Students brainstorm ideas for what to include on the video.
3. One student in each group takes on the role of the company's script writer and writes the script, with input from the group.
4. Another student accepts responsibility for directing. The director listens to the performers read from the script and assigns the parts.
5. Everyone in the company reads through the script together several times to become familiar with the scene.
6. The director encourages the actors to improvise the scene (i.e., use their own words). This should allow the scene to develop naturally.
7. As the scene is developing, camera operators experiment with different shots. Opening, middle, and closing shots must be strong in order to make an impression on an audience.
8. Finally, when people have experimented with the script, each company should work together and use a storyboard to plan the actual scenes and shots. You may wish to redesign the storyboard form provided on page 54 to add space for a company name, a project (or show) title, a scene title, etc. A storyboard can have all the frames down the left side and the appropriate instructions and dialogue beside each frame.

Activity 15

Guide to Assessment

CRITERIA	INDICATORS
WORK AND STUDY HABITS	
EFFORT	Does the student: (a) work consistently? (b) strive to improve? (c) try to overcome difficulties? (d) seek help when necessary? (e) strive for quality of workmanship?
DEPENDABILITY	Does the student: (a) come to class prepared? (b) follow instructions? (c) follow through on commitments?
SELF-DISCIPLINE	Does the student: (a) persevere in completing a task? (b) work well without supervision? (c) respect others' property?
ENTHUSIASM	Does the student: (a) approach work with a positive attitude? (b) encourage others?

Activity 16

Rehearsing Your Video Production

Introduction

The purpose of this activity is to encourage commitment, co-operation, and pride in students as they continue to work on their company's video project. This activity allows for observation of **Work and Study Habits**.

Instructions

1. Each company must reproduce copies of the storyboard for each member of the company and for the teacher/employer.
2. Performers rehearse their scene three or four times.
3. As the performers rehearse, the camera operator practises the shots and angles outlined in the storyboard, using a tripod or a desk to steady the camera. If there is only one video camera and the camera operator wants two different shots or angles, then the scene has to be repeated. Actors have to be very careful not to change their moves or positions.

If there is only one camera, one company may shoot while another rehearses. The second company may then shoot while the first watches their practice tape.

4. Each company is responsible for any props and costumes required for rehearsals and the final production. Lists of these items should be kept in the work folders for reference.
5. Time should be set aside at the end of the period to write work reports and to watch the tapes. This encourages students to share ideas and to offer constructive criticism and positive reinforcement.

Activity 16
Guide to Assessment

CRITERIA	INDICATORS
WORK AND STUDY HABITS	
PUNCTUALITY	Does the student: (a) arrive for class on time?
ORGANIZATION	Does the student: (a) keep a work folder as required? (b) keep up to date with work reports?
EFFORT	Does the student: (a) strive to improve? (b) seek help when necessary? (c) strive for quality of workmanship?
DEPENDABILITY	Does the student: (a) come to class prepared? (b) follow instructions? (c) follow through on commitments?
SELF-DISCIPLINE	Does the student: (a) work well without supervision? (b) respect others' property?
INITIATIVE	Does the student: (a) contribute new ideas?

Activity 17

Shooting

Introduction

The purpose of this activity is to prepare crews for shooting. It allows for observation of **Work and Study Habits** and **Small Group Learning**.

Instructions

1. Show students a blank video log (provided on page 65). Explain to them that the video log is the means by which they keep track of what they have shot. They must learn how to use one before shooting.
2. Explain the purpose of each column, as outlined below:

Column 1:	Record the tape number. Each videotape <i>must</i> be identified and numbered.
Column 2:	Record the scene number (from the storyboard).
Column 3:	Record the specific take number.
Column 4:	Record the starting point of the take (as indicated on the Videotape Recorder of the camera).
Column 5:	Record the end point of the take (also indicated on the VTR of the camera).
Column 6:	Record a brief description of the take in the Notes column.
3. Just before the crew begins to do their shoot, go over the following advice with them.
 - (a) Decide ahead of time when a tripod is necessary.
 - (b) Leave a 15-second head and tail on segments that they intend to edit.
 - (c) While one company tapes its scene, the other companies observe. Respect each other's efforts. Be quiet, attentive, and encouraging.
4. Have the students proceed with their shooting.

Activity 17

Guide to Assessment

CRITERIA	INDICATORS
WORK AND STUDY HABITS	
PUNCTUALITY	Does the student: (a) arrive for class on time?
ATTENDANCE	Does the student: (a) attend class regularly? (b) indicate ahead of time when s/he is going to be absent?
EFFORT	Does the student: (a) strive to improve? (b) try to overcome difficulties? (c) seek help when necessary?
DEPENDABILITY	Does the student: (a) come to class prepared? (b) follow instructions?
SELF-DISCIPLINE	Does the student: (a) persevere in completing the shooting? (b) work well without supervision? (c) respect others' property?
Continued	

CRITERIA	INDICATORS
SMALL GROUP LEARNING	
ATTITUDE	Does the student show: (a) commitment to the production? (b) acceptance of responsibility?
CO-OPERATION/ INTERACTION	Does the student: (a) accept others in the group? (b) help and encourage others? (c) listen to and evaluate the views of others?
CONTRIBUTING IDEAS AND MATERIALS	Does the student: (a) contribute ideas? (b) stay on task?
EFFECTIVENESS OF THE WHOLE GROUP	Does the group: (a) understand the purpose of its project? (b) propose a suitable approach to the shooting? (c) get the shooting done on time? (d) evaluate its effort? (e) evaluate the final product?

Activity 17

Video Log

Company Name: _____

Crew Names: _____

Production Title: _____

Date: _____ Page: _____

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Tape No.	Scene No.	Take No.	Starts at	Ends at	Notes

Activity 18

Editing

Introduction

The purpose of this activity is for students to organize and sequence the different takes they have chosen from their video log in order to capture the message they wish to communicate. This activity allows for observation of **Work and Study Habits** and **Small Group Learning**.

Instructions

The best way to introduce editing to students is to invite into the class someone who has had some experience in making videos. If no one with expertise is available, then students will find the information below very useful.

1. Only the director and camera operator should select the takes to be used in the final tape. This work and the editing of the tape should be done in another room away from the rest of the class.
2. Using the video log while viewing the tape, select the desired takes. Organize them into the sequence that will tell the story you want to tell. Transfer the information about each selected take from the video log to the video editing worksheet (see page 69). These forms will look very much the same, except that the video editing worksheet will **not** show scenes or takes that students want to edit *out*.
3. The editor will need two videotape recorders, two television monitors, the rehearsal tapes, a blank tape for the final product, and the completed video editing worksheet. The video editing worksheet is the plan for the final product.
4. The editor puts the rehearsal tape into the first VTR and the blank tape into the second VTR, then rewinds both tapes and resets the counters on both VTR's to 000.
5. The 15-second head allows the editor enough time to prepare for the edit. For example, if a take starts at 015 on the rehearsal tape, the editor rewinds the rehearsal tape to 000 before pushing PLAY. This provides enough lead-in time to enable the editor to push RECORD on the second VTR at the exact moment when the counter arrives at 015.
6. In order to make a clean edit, the tape in the second VTR must not roll beyond the end of the last take.

7. Continue editing until all selected takes have been transferred from the rehearsal tape to the edit tape in the second VTR.
8. If students want to add a soundtrack, they will need a tape recorder, a blank cassette or audio tape, a “Y” cable, a VTR, and a soundtrack editing worksheet (see page 70).
9. Students discuss and select appropriate music to accompany their video. Then they discuss how the music might correspond to a particular take. They record their choices on the soundtrack editing worksheet, in the last column.
10. Students must rewind the blank cassette tape, reset the counter to 000, and tape the music selected. They need to record the start and stop times, the counter numbers, and the title of each piece on the soundtrack editing worksheet. This taping produces a soundtrack tape.
11. Students already know how much time each video take needs, and that information is already recorded on their video editing worksheet. Now they need to match the time of each segment of music to the amount of music required for the take.
12. Finally, they hook up the “Y” cable, one end to the tape recorder, and the other end to the VTR.
13. To edit the soundtrack onto the edited videotape, follow the same procedure as outlined above for editing the rehearsal videotape (points 4 to 7). The soundtrack tape replaces the rehearsal videotape; the edit tape replaces the blank tape.

Activity 18

Guide to Assessment

CRITERIA	INDICATORS
WORK AND STUDY HABITS	
EFFORT	Does the student: (a) work consistently? (b) strive to improve? (c) try to overcome difficulties? (d) seek help when necessary? (e) strive for quality of workmanship?
SELF-DISCIPLINE	Does the student: (a) persevere in completing a task? (b) work well without supervision? (c) respect others' property?
ENTHUSIASM	Does the student: (a) approach work with a positive attitude? (b) encourage others?
SMALL GROUP LEARNING	
ROLES	Does the student: (a) understand the purpose of the editing? (b) propose a suitable approach? (c) help to get the job done?

Activity 18

Video Editing Worksheet for Selected Takes

Company Name: _____

Crew Names: _____

Production Title: _____

Person Responsible for Editing the Video: _____

Date: _____

Page: _____

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Tape No.	Scene No.	Take No.	Starts at	Ends at	Notes (sound effects, background music, etc.)

Activity 18

Soundtrack Editing Worksheet

Company Name: _____

Crew Names: _____

Production Title: _____

Person Responsible for Editing the Soundtrack: _____

Date: _____ Page: _____

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Tape No.	Scene No.	Take No.	Counter starts at	Counter ends at	Title and description of sound

Activity 19

Evaluating

Introduction

The purpose of this activity is for students to practise self and peer evaluation. They evaluate the effectiveness of their company, their own contribution to the company, and the quality of their final video production.

Instructions

1. Each company discusses the process that they have worked through and views their final product together. As a group, they use a guide to summative evaluation (page 72) to record their evaluations and comments about the *process* and the *product*.
2. Each individual reflects on his or her contribution to the company's process and product. This can be in the form of a written journal entry or report, or an individual guide to summative evaluation. It might be most effective when done orally in a teacher-student conference.

Activity 19

Guide to Summative Evaluation

Name: _____ Date: _____			
Test, Examination, or Project: <i>Company Production of a Video</i>			
Target Area	Criteria	Mark out of 25	Teacher's Comments
 Work and Study Habits	Co-operation Effort Dependability Initiative Task completion		
 Oral Language	Willingness to work together Sharing of work Staying on task Helping each other		
 The Final Product	Technical merits Smooth flow Interest Quality of video Quality of sound		
Total Mark: /75 Summative Mark: /25			
Student's Comments: _____ _____			

Reporting Profile

Name: _____

Grade: _____

School: _____

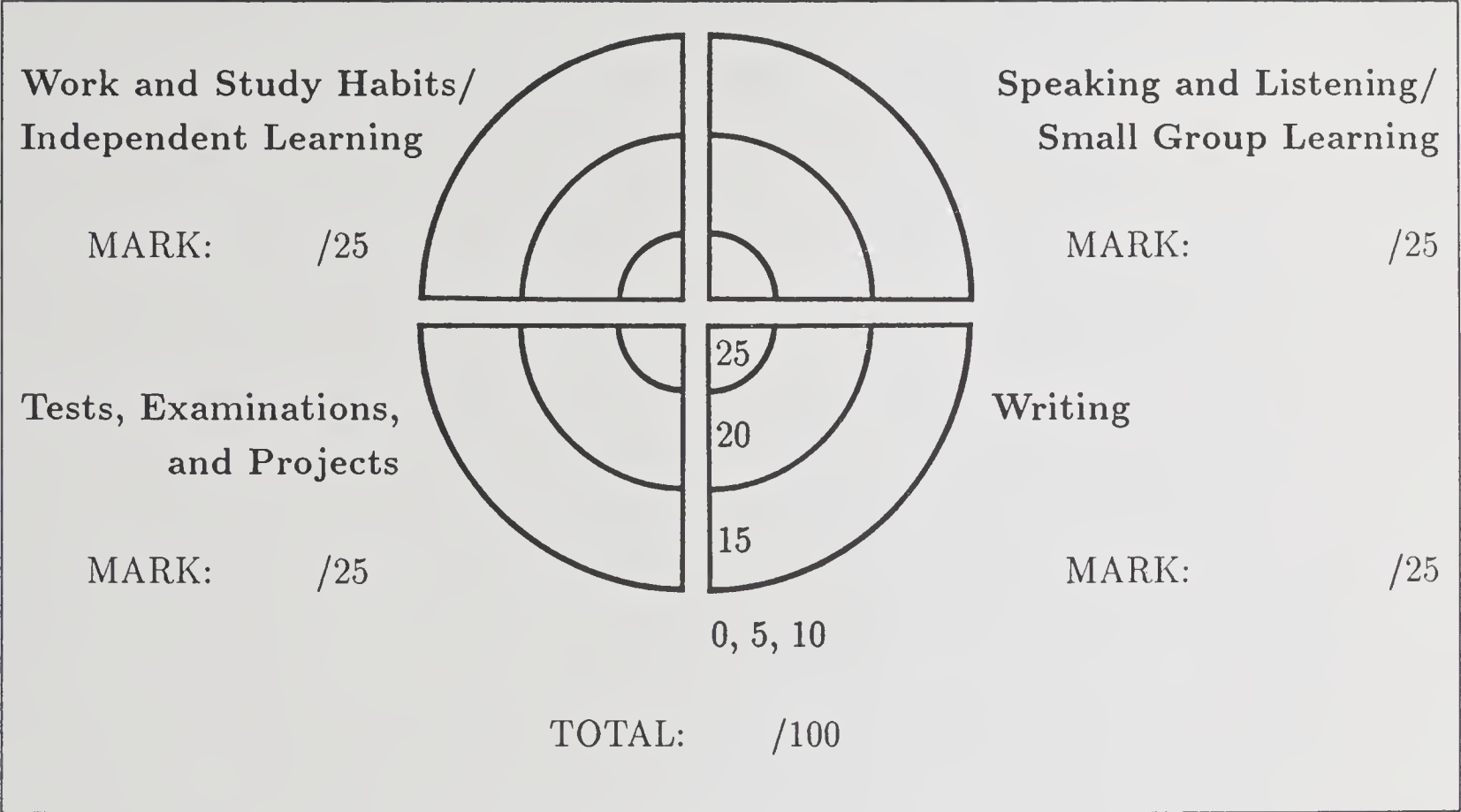
Tcacher: _____

Attendance from _____

to _____

Number of classes in English: _____

Number of classes absent: _____



Curriculum Offered: Students learned some basic video camera techniques, became familiar with using a video camera, and worked with a “company” to shoot and edit a video production.

Teacher's Comments: _____

Signature: _____

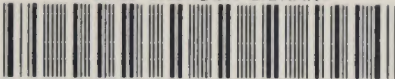
Student's Comments: _____

Signature: _____

Parent/Guardian's Comments: _____

Signature: _____

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Video production/work experience.

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